

Utah Core
Criterion-Referenced Tests

Site Coordinator's Manual

2009



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SITE COORDINATOR'S MANUAL

Coordinating the CRT Testing Program

The Utah State Office of Education

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

Judy Park, Ed.D.
Associate Superintendent
Data, Assessment and Accountability

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2009 ELEMENTARY TEST OVERVIEW

General Materials Needed: test booklet, answer document, sharpened #2 pencil, an eraser, scratch paper, book to read (or another quiet, non-electronic activity)

English Language Arts

Test	Sessions	Pilot Questions	New for 2009	Additional Materials
ELA Second	3	N/A	N/A	N/A
ELA Third				
ELA Fourth				
ELA Fifth				
ELA Sixth				

Mathematics

Test	Sessions	Pilot Questions	New for 2009	Session 1 Additional Materials	Session 2 Additional Materials
Grade 2 Form A	2	N/A	N/A	Counters	Counters
Grade 3 Form A				Ruler	<ul style="list-style-type: none"> ● Calculator ● Ruler
Grade 4 Form A				<ul style="list-style-type: none"> ● Reference Sheet ● Protractor ● Ruler 	<ul style="list-style-type: none"> ● Reference Sheet ● Calculator ● Ruler
Grade 5 Form A				<ul style="list-style-type: none"> ● Reference Sheet ● Ruler 	<ul style="list-style-type: none"> ● Reference Sheet ● Calculator ● Ruler
Grade 6 Form A				<ul style="list-style-type: none"> ● Reference Sheet ● Ruler 	<ul style="list-style-type: none"> ● Reference Sheet ● Calculator ● Ruler

Science

Test	Sessions	Pilot Questions	New for 2009	Additional Materials
Fourth Grade	2	N/A	Students may write in booklets.	N/A
Fifth Grade				
Sixth Grade				

2009 SECONDARY TEST OVERVIEW

General Materials Needed: test booklet, answer document, sharpened #2 pencil, an eraser, scratch paper, book to read (or another quiet, non-electronic activity)

English Language Arts

Test	Sessions	Pilot Questions	New for 2009	Additional Materials
ELA Seventh	4	Yes	N/A	N/A
ELA Eighth				
ELA Ninth				
ELA Tenth				
ELA Eleventh				

Math

Test	Sessions	Pilot Questions	New for 2009	Additional Materials
Math 7	2	N/A	N/A	Ruler, protractor, calculator
Pre-Algebra				Ruler, calculator
Algebra 1				Calculator
Geometry				Calculator
Algebra 2				Graphing calculator

Science

Test	Sessions	Pilot Questions	New for 2009	Additional Materials
7th Grade Integrated	3	Yes	N/A	N/A
8th Grade Integrated				
Earth Systems				
Biology				
Chemistry				Reference Sheet
Physics				Reference Sheet

OVERVIEW OF THE CRITERION-REFERENCED TESTS

INTRODUCTION

The information contained in this manual should be used in conjunction with each assessment's Test Administration Manual (TAM). Unless specified, the information contained in this manual applies to both Paper-based Testing (PBT) and Computer-based Testing (CBT). The Test Administration Manuals are different for contents, grade levels, and mode of test administration (PBT or CBT).

The Core Criterion-Referenced Tests (CRTs) were developed from the Utah Core Curriculum for each content area. The test questions were written by Utah teachers and reviewed and edited by Utah teachers; LEA content specialists; university representatives; members of the community; Utah State Office of Education (USOE) specialists in the Assessment, Curriculum, and Students at Risk sections; and contracted curriculum and assessment experts.

The CRTs assess aspects of the Utah Core Curriculum (UCC) that are measurable via multiple-choice questions. The questions are aligned to the UCC.

OVERVIEW OF TESTING ADMINISTRATION

OVERVIEW OF THE TESTING SCHEDULE

CRTs are not timed. Every student should be provided sufficient opportunity to complete the test. Testing will need to be scheduled for any students who require test accommodations that cannot be facilitated during the regular testing sessions.

A student may not return to a previous section of the test unless it is during a test completion session specifically scheduled for that student.

The test should not be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium.

Unexpected circumstances (e.g., fire drills, power failures, etc.) may interrupt testing. If the interruption occurs during any testing session, test administrators/proctors should instruct the students in basic test security processes. The test administrator/proctor should determine if there is time for students to complete these tasks based on the test administrator's/proctor's knowledge of the urgency of the circumstances.

- PBT – test administrators/proctors should instruct students to insert their answer documents in their test booklets.
- CBT – instruct students to exit iTest™. See the CBT TAM for instructions.

When normal conditions are restored, the test administrator/proctor should resume testing. Interruptions should not reduce the total amount of time students are given to complete the session.

TEST SECURITY

All test booklets, TAMS, answer documents, Student Authorization Tickets, and supporting materials associated with the CRTs are confidential and secure. However, math and science reference sheets are not secure and should be used in instruction throughout the school year.

No part of any test booklet or other materials listed above may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system.

All test booklets (used and unused), answer documents (used and unused), the *Site Coordinator's Manual* and the TAM must be returned to the local education agency (LEA) assessment director.

The CRT materials are highly secure and should be treated accordingly. Specifically:

- Tests should be handled only by qualified personnel.
- A system should be in place to ensure that all test booklets, answer documents, and TAMS are distributed and collected in a systematic and secure fashion.

Overview of Testing Administration

- All test booklets, answer documents, Student Authorization Tickets, and TAMs should be accounted for at the conclusion of testing.

It is extremely important that all staff members involved in the distribution and administration of these tests follow security procedures very carefully.

TESTING ETHICS

Under no circumstances should questions from these tests be taught to or reviewed with students. Copying the test is not permitted. Such practices violate test security and are professionally unethical. According to state law, evidence of these illegal activities can result in disciplinary action and/or the loss of teacher licensure.

LEA employees who administer the test shall follow the standardization procedures in the published TAMs and any additional specific instructions developed by the State Board of Education.

For further information regarding testing ethics and test security, see the Utah State Board of Education-approved *Standard Test Administration and Testing Ethics Policy* at the following URL: <http://www.schools.utah.gov/assessment/documents/AAEthicsPolicy.pdf>.

SCHEDULING MAKE-UP TESTING AND TEST COMPLETION SESSIONS

Make-up and completion sessions do not have to be administered in the students' regular classrooms; students may be tested by a guidance counselor or another certified teacher trained in testing ethics who is assigned to monitor testing. Test completion sessions may include students working on different sections of the test.

TEST IDENTIFICATION

For both pre-load files for CBT and paper answer document header sheets, the local education agency (LEA) should standardize the nine-character/digit and two-character/digit fields across all tests. There are two choices for standardization irrespective of documented descriptions for the pre-load and header fields:

- 1) A local course ID, up to nine digits, plus a two-digit section ID (unique to the school for the CRT window)
- 2) A teacher number, up to nine digits, plus a two-digit period number (unique to the school for the CRT window)

Consistency is important. In the final edits conducted by the USOE, both computer-based testing (CBT) and paper-based testing (PBT) produce raw roster score and error reports. Since the PBT header sheet is only capable of numeric values, both CBT and PBT values must be numeric for consistency.

RAW SCORE REPORTS

After PBT answer documents are submitted to the USOE for scoring, raw score reports will be placed in the LEA's "Move It" folder within four (4) days.

CBT raw score reports will be available within 48 hours. They can be downloaded from the CBT website by individuals who have been given access to the reports through their user ID.

It is recommended that the Assessment Director forward the raw score roster reports to Site Coordinators. Site Coordinators should then forward the reports to test administrators/proctors or the classroom teacher (if different) who will verify:

- There is a score reported for every test taken.
- There are no students on the report who are not in the class.
- Special Codes/Accommodations noted are correct.
- Titles on the report reflect correct information.

After checking the report and verifying or correcting the information, the test administrator/proctor or classroom teacher should return the raw score roster report to the Site Coordinator, who will then sign the verification form and forward it and the roster reports to the Assessment Director.

CHECKLIST FOR TEST ADMINISTRATOR/PROCTOR FOR PAPER-BASED TESTS

Before Testing:

- _____ Meet with school's testing coordinator:
 - _____ To review testing procedures.
 - _____ To complete *Standard Test Administration and Testing Ethics Training*.
 - _____ To verify completion of training.
 - _____ To clarify any questions.
- _____ Notify students and parents about testing.
- _____ Encourage students to bring a book to read (or another quiet, non-electronic activity) in case they finish the test before the rest of the class.
- _____ Become thoroughly familiar with the *Test Administration Manual*.
- _____ Receive materials from your school's testing coordinator and take an inventory to ensure you have the appropriate materials. Needed materials are as follows:
 - _____ supply of sharpened #2 pencils with erasers (students may not use pens, colored pencils, crayons, or markers)
 - _____ test booklets (class set or one per student, depending upon how test booklets were ordered and supplied)
 - _____ an extra test booklet for demonstration purposes
 - _____ pre-printed answer document for each student on your roster
 - _____ several blank answer documents (one for each new student)
 - _____ scratch paper for each student
 - _____ a "TESTING, DO NOT DISTURB" sign for the door
 - _____ any additional supplies or materials specified for your subject area test (Refer to pages vi and vii)
- _____ Review assessment accommodation and modification guidelines and make arrangements for students who qualify. (Refer to page 12.)
- _____ Complete the student information on the blank answer document for students without pre-printed answer documents, or schedule approximately 5–10 minutes for the students to complete the information. This information must be completed prior to the start of Session One. (Refer to page 14.)
- _____ Place a "TESTING, DO NOT DISTURB" sign on the door to the classroom and work to minimize interruptions and distractions.

During Testing:

- _____ Administer the test following the script in the *Test Administration Manual* word for word.
- _____ **Make certain that students have gridded the correct Form Code, found on the front cover of the test booklet, directly onto their answer documents.**
- _____ Continually monitor students to ensure that they are working on the test and that they understand how to fill in the circles on their test answer documents.
- _____ Check to see that students are on the correct section. If it is observed that a student inadvertently misses items or a page of questions, encourage him/her to go back and answer those questions.
- _____ Keep communication between you and the students to a minimum.
- _____ Supply students with new pencils as needed.
- _____ Let students know that it is okay if they do not know a specific answer, and encourage them to choose the best answer.
- _____ Maintain and oversee the security of all test materials.

After Testing:

- _____ Arrange make-up and test completion sessions for students who miss all or part of the test.
- _____ Check to see that the student answer documents are complete and correctly marked (i.e., student information on pre-printed answer documents is correct; new students have completed the student information section; pencil was used instead of pen).
- _____ **Make certain that students have gridded the correct Form Code, found on the front cover of the test booklet, directly onto their answer documents.**
- _____ Separate test materials as described below:
 - _____ test booklets (used and unused)
 - _____ used answer documents
 - _____ damaged, voided, or non-routine answer documents
 - _____ unused answer documents
 - _____ *Test Administration Manual*
 - _____ a list of students who did not complete the test
- _____ Complete the Special Codes box on the answer document/booklet for students who meet the specified criteria. Refer to page 18 for instructions on marking the Special Codes box.
- _____ Make certain that any necessary transcription of student answers from large print or Braille test forms to regular answer documents is complete.
- _____ Organize and return all used and unused secure test materials to your school's testing coordinator.

SUMMARY OF RESPONSIBILITIES FOR COMPUTER-BASED TEST ADMINISTRATION

The computer-based administration of CRTs requires involvement of multiple individuals at each testing site, representing four different roles: School Testing Coordinator, Technical Support Personnel, Lab/Session Manager, and Test Administrator/Proctor. These roles and responsibilities are outlined below.

School Testing Coordinator

- Oversee all aspects of testing, paper-based and computer-based.
- Ensure that all policies and procedures required for standardized test administration occur.
- Compile documentation concerning unique student circumstances that affect testing.
- Download 48-hour Preliminary Raw Score reports.
- Check Preliminary Raw Score reports to ensure that all students who were expected to test are accounted for, and that special codes are accurately marked.
- Work with LEA Assessment Personnel to resolve issues with testing.

Technical Support Personnel

- Ensure that each computer that students will use is able to support CBT.
- Ensure that bandwidth is sufficient to allow testing.
- Troubleshoot technical issues that interrupt testing.
- Communicate with LEA technical personnel if problems occur which prevent students from testing.

Lab/Session Manager

- Work with the School Testing Coordinator and/or Test Administrator/Proctor to set up Group Rosters, mark special codes and accommodations for appropriate students (see Appendix A and Appendix B for details), print Student Login Tickets, provide Test Access Codes, start sessions, stop sessions, submit results for scoring, and resolve CBT issues.
- Document any situations that affect testing (e.g., fire drills, technical issues).

Test Administrator/Proctor (this is typically a classroom teacher)

- Actively proctor testing.
- Follow all requirements outlined in the *Test Administration Manual*.
- Work with the Lab/Session Manager to ensure that students' results are not submitted for scoring until all sections are finished.
- Work with the Lab/Session Manager to resolve problems that arise during testing.
- Work with the Lab/Session Manager to schedule make-up or completion sessions for students to finish testing.
- Work with School Testing Coordinator to review each raw score report for accuracy.

Depending on the organization of the LEA and school, several of these roles may be combined as needed. Individuals responsible for each role should receive training specific to that role. The *Test Administration Manual* is specifically designed for the Test Administrator/Proctor; however, because of the interdependency of these roles, this topical description is provided.

CHECKLIST FOR TEST ADMINISTRATOR/PROCTOR

Before Testing:

- _____ Meet with School's Testing Coordinator:
 - _____ To review testing procedures.
 - _____ To complete *Standard Test Administration and Testing Ethics Training*.
 - _____ To verify completion of training.
 - _____ To clarify any questions.
- _____ Administer training tests to familiarize students with the testing system, ensuring that students can successfully navigate and use its tools.
- _____ Notify students and parents about testing.
- _____ Encourage students to bring a book to read (or another quiet, non-electronic activity) in case they finish the test before the rest of the class.
- _____ Become thoroughly familiar with the *Test Administration Manual*.
- _____ Ensure that you have the appropriate materials. Needed materials are as follows:
 - _____ student Login Tickets
 - _____ scratch paper and pencil for each student to be used during the test
 - _____ a "TESTING, DO NOT DISTURB" sign for the door
 - _____ any additional supplies or materials specific for the subject area test (see page vi)
- _____ Review assessment accommodation and modification guidelines and make arrangements for students who qualify (with School Testing Coordinator). Refer to Appendix A for instructions.
- _____ Place a "TESTING, DO NOT DISTURB" sign on the door to the classroom and work to minimize interruptions and distractions.

During Testing:

- _____ Administer the test following the script in the *Test Administration Manual* word for word.
- _____ Distribute Login Tickets to students.
- _____ Provide Test Access Code to students.
- _____ Actively proctor to ensure that students are working on the test and that they are successfully navigating through the test.
- _____ Keep communication between you and the students to a minimum.
- _____ Let students know that it is okay if they do not know a specific answer, and encourage them to choose the best answer.
- _____ Make note of any irregularities during testing, including who will require a make-up or test completion opportunity (with the Lab/Session Manager).
- _____ Maintain and oversee the security of all test materials.

After Testing:

- _____ Follow on-screen instructions for closing out the testing session:
 - _____ **Only submit students for scoring if they have completed all sections of a given test. Otherwise, leave them unchecked when the "End Session or Submit for Scoring" button is clicked.**
- _____ Arrange make-up and test completion sessions for students who miss all or part of the test.
- _____ Organize and return all test materials to the School Testing Coordinator.
- _____ Review each Preliminary Raw Score report with the School Testing Coordinator making sure that the students who tested appear on the report and that special codes are accurate.
- _____ Review each Preliminary Raw Score report to identify any anomalies in testing procedures.

CHECKLIST FOR LAB/SESSION MANAGER

General:

- _____ Ensure you have the *iTest Training Guide* and *Test Administration Manual*.
- _____ Ensure that all computers have been prepared for testing with Technical Support.

Before Testing:

- _____ Coordinate overall testing schedule and logistics with the School Testing Coordinator.
- _____ Administer training tests to familiarize students with the testing system, ensuring that students can successfully navigate and use its tools.
- _____ Verify that all students who are expected to test are listed in Groups (9+2's) within the Data Administration System (DAS), with School Testing Coordinator.
- _____ Manually add students if necessary into the DAS and assign to appropriate tests (with School Testing Coordinator).
- _____ Enter special codes for appropriate students into the DAS (with School Testing Coordinator). The Lab/Session Manager may enter this information, however the School Testing Coordinator is responsible for the decision concerning what should be entered.
- _____ Make arrangements for those students requiring accommodations during testing (with Test Administrator/Proctor).
- _____ Print Login Tickets from the DAS for all students:
 - Login tickets can be printed using the groups of students originally listed in each Group (9+2) or ad-hoc groups can be made.
 - Please note: Reports within the iTest system will only be generated for the original "9+2" Groups, not for any ad-hoc Groups which are created for the purpose of proctoring and printing Login Tickets.

During Testing:

- _____ Ensure appropriate students start any assistive technology software prior to launching the Student Test Workstation (STW). Any operating system adjustments, such as sound volume, should be optimized prior to launching assistive technology and the STW, as students will not be able to access other functionality during test administration.
- _____ Log in to the Proctor Test Workstation (PTW).
- _____ Start a testing session for each test to be administered.
- _____ After a test session is launched, provide students with the Test Access Code (5 digits) when the Test Administrator/Proctor is ready to begin the testing session.
- _____ Note any appropriate comments about student testing circumstances within the PTW software by clicking *Student Details* for the appropriate student. Note any test session comments by clicking the *Test Session Details* button.
- _____ When the Test Administrator/Proctor indicates that the test session is finished, end the Test Session.
- _____ **Only submit students for scoring when all test sections have been**

completed for each given subject area, as directed by the Test Administrator/Proctor.

- _____ Only submit students for scoring if they have completed all sections of a given test. Otherwise, leave them unchecked when you click "Submit for Scoring."

After Testing:

- _____ Provide all testing documentation to the School Testing Coordinator (e.g., Login Tickets, Test Session Receipts).
- _____ Make arrangements for any students who have not finished all sections of the test to complete the test (with Test Administrator/Proctor).
- _____ Return testing materials to the School Testing Coordinator (with Test Administrator/Proctor).

ASSESSMENT ACCOMMODATIONS

All Utah students are to participate in the Utah Performance Assessment System for Students (U-PASS), including administration of the CRTs. To meet students' special needs, assessment accommodations are allowed in specific situations in order to enable students to better demonstrate their knowledge. These decisions apply to:

- English Language Learners.
- Students with Disabilities.
- Students with Section 504 Plans.

Accommodations are determined by an ELL, IEP, or 504 team.

Both federal and state laws require that all students be administered assessments intended to hold schools accountable for the academic performance of students. These laws include state statutes that regulate the Utah Performance Assessment System for Students (U-PASS). The most prominent federal laws are the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Students are expected to participate in the state accountability system. This principle of full participation includes ELL students, students with an Individualized Education Program (IEP), and students with a Section 504 plan.

Decisions regarding accommodations and modifications must be made by an ELL, IEP, or 504 team and documented in the student's file. ELL team members, Individualized Education Program (IEP) team members, and Section 504 team members must actively engage in a planning process that addresses the assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments. **Individual teachers may not make decisions regarding assessment accommodations at the time of test administration. These decisions must be made in advance by the appropriate team.**

To obtain detailed information about the official state policy for assessment accommodations, examine the document entitled *U-PASS Assessment Participation and Accommodations Policy*. This document is available at the following URL:

http://www.schools.utah.gov/eval/DOCUMENTS/Special_Needs_Accommodations_Policy.pdf.

English Language Learners (ELL)

The federal NCLB Act Title III and state U-PASS legislation and policy determine which ELL students take which CRT. This determination is based on the student's **number of years in the United States**. The pertinent guidance related to these policies is **summarized** below. All assessment decisions related to CRTs regarding ELL students should be informed by the school's ELL team.

Years in U.S./Proficiency Level	ELA	Math	Science
Less than 1 full year Enrolled on or after April 15 of current year	no	no	no
Less than 1 full year Enrolled before April 15 of current year	no	yes	yes
1–2 years Enrolled on or after April 15 of previous year	no	yes	yes
1–2 years Enrolled before April 15 of previous year	yes	yes	yes
3 years or more	yes	yes	yes

For further guidance, see the *U-PASS Assessment Participation and Accommodations Policy*.

INSTRUCTIONS FOR CODING BLANK ANSWER DOCUMENTS FOR THE PAPER-BASED TESTS

If appropriate, the test administrator/proctor may complete the student information section for the students. It is inappropriate for individuals not authorized to administer CRTs, such as other students, to complete the information section on behalf of the students.

Only students **without** pre-printed answer documents will complete the student information sections.

When students have their materials, give the following directions:

SAY: Be sure that your pencil is a sharpened #2 pencil. If you do not have a sharpened #2 pencil, please raise your hand. You may not use a pen, colored pencil, or marker on this test.

Ensure that each student has a sharpened #2 pencil.

SAY: I am now going to give each of you a blank answer document. Do not write on the answer document until I tell you.

Distribute answer documents to each student. Pause while students become familiar with their materials. As you give the instructions, ensure that students with pre-printed answer documents are not completing the information grids.

SAY: If your name is not pre-printed on your answer document, you will now complete the information sections on your answer document. [Point to the sections the student will fill in.] **If your name is pre-printed on the answer document, do not complete this information.**

It is very important that you complete all of the information carefully and correctly. Listen carefully and follow the instructions exactly as I give them. If you have a question, please raise your hand.

Turn the answer document so that the lines labeled "LAST NAME," "FIRST NAME," and "M" are at the top of the page. [Demonstrate turning the answer document; point to the name fields.]

Carefully print your last name, first name, and middle initial in the boxes provided. Use the name that matches your school records. Enter only one letter per box. Now fill in the circles below the boxes that match the letters you have written.

Instructions for Coding Blank Answer Documents for the Paper-Based Tests

Walk around the room to make sure that students are filling in the appropriate section of the answer document correctly. If there are students whose last or first names are too long for the spaces provided, instruct students to only write in the first eleven letters of their last name and the first nine letters of their first name. The last column is reserved for the middle initial. Students should **not** enter apostrophe marks or hyphens.

SAY: Look at the section labeled "STUDENT NUMBER." [Point to the appropriate section.]
If you are unsure of your student number, I can give it to you. Please copy your student number into the boxes. Enter only one number per box. Make sure you copy the numbers correctly. Now fill in the circles below the boxes that match the numbers you have written.

If the student numbers used in your LEA have fewer than ten digits, have the students start from the left-hand column and fill in the numbers as far as they go. If there are not enough numbers to fill in all columns, leave the rest blank. For example, if the student's number is 1234567, the number will be written as 1234567 with three empty columns remaining. Have students fill in the circles below the boxes that match the numbers written. Students should enter their LEA student number, not their statewide student identifier (SSID), on their answer document. Contact your school's testing coordinator if you have questions regarding the difference between students' LEA student number and their SSID.

SAY: Now find the section labeled "GRADE."

PAUSE.

SAY: Fill in the circle that corresponds to the grade you are enrolled in for this school year.

PAUSE.

SAY: Do not mark the "ACCOMMODATIONS" or "SPECIAL CODES" boxes.

PAUSE.

SAY: This completes the information section of the answer document.

It is the responsibility of school personnel to verify that students correctly encode their name and all other information if they do not have a pre-printed answer document.

**INSTRUCTIONS FOR MARKING THE FORM CODE
ON THE ANSWER DOCUMENT FOR THE PAPER-BASED TESTS**

All students will need to grid their test Form Code in the appropriate place on their answer documents. This code is located on the front cover of each test booklet.

SAY: On the front cover of your test booklet, locate the Form Code of your test. If you have any questions, please raise your hand.

It is important that the Form Code be filled in correctly because it affects the accurate scoring of the test. The Form Code is a number and a letter. Demonstrate the location of the Form Code by holding a test booklet up and pointing to the Form Code on the cover. Walk over to any student whose hand is raised and assist him/her in locating the Form Code information on the front cover of the test booklet.

SAY: You will now complete the Form Code section on the answer document. Locate the side of your answer document that has your name printed on it. Find the section that is titled "Form Code." Write the number and letter of your Form Code in the space provided. Raise your hand if you need assistance.

Provide a specific example on the board.

SAY: Now fill the circles below the boxes that match the Form Code you have written.

This information must be gridded properly to ensure the tests are scored accurately. Move around the room and check to make certain students are completing this information correctly.

MARKING THE SPECIAL CODES BOX ON THE ANSWER DOCUMENT FOR THE PAPER-BASED TESTS

BASIC RULES

- The Special Codes box is marked only for a small percentage of students.
- If the Special Codes box is marked, only one circle should be filled within the box.
- A blank pre-printed answer document will be interpreted as “not participating” in terms of accountability, unless a reason is marked in the Special Codes box.
- All answer documents must be returned to the USOE for scoring, reporting, and accountability.

Mark the Special Codes box on the answer document only if a student:

- Participated in a non-standard administration of the test (mark reason in non-standard participation section).
- Did not mark any answers even though there were efforts to encourage participation in the test (mark reason in non-participation section).
- Did not participate in the assessment (mark reason in non-participation section).

For non-standard participation mark:

- “Accommodated” if accommodations were provided.
In addition, indicate in the “Accommodations” box (in the upper right-hand corner) all specific accommodations provided.
- “Private or Home School” if the student is educated in a private school or home school setting.
- “Modified” if a modified assessment was administered.

For non-participation mark:

- “Absent” if the student was not present during any part of the test administration period and was not able to make up the test.
- “Excused” if the student could not take the test as a result of a medical emergency.
- “Unknown Student” if the answer document was pre-printed for a student who cannot be identified as ever having been enrolled in the school.
- “Officially withdrawn from class/school” if the student is no longer enrolled in the class/school.
- “ELL First Year in U.S. Before April 15” if the student is an ELL student and enrolled before April 15 of the current school year.
- “ELL First Year in U.S. April 15 or later” if the student is an ELL student and enrolled on or after April 15 of the current school year.
- “Private or Home School non-participation” if the student is educated in a private or home school setting and did not take the test.
- “RT” if the student refused to take the test even though there were efforts to encourage participation in the test.
- “UAA” if the student participated in Utah’s Alternate Assessment instead of the CRT.

**MARKING THE SPECIAL CODES BOX ON THE
COMPUTER-BASED TEST**

The basic principles of marking the Special Codes box information are the same for CBT as for PBT. However, the specific functionality of how these tasks occur is different. These processes are specifically detailed in the CBT TAM.

INSTRUCTIONS FOR SCHOOL TEST COORDINATORS AFTER ADMINISTRATION OF THE PAPER-BASED TESTS

CHECK ANSWER DOCUMENTS AFTER TESTING

The best way to ensure accurate and timely reports is for the Classroom Test Administrator/Proctor to carefully prepare the answer documents for scoring. Immediately after the testing session, the Classroom Test Administrator will collect the test materials from the students and check the physical condition of the materials, including dark, clear marking on the answer documents. Then the answer documents should be checked for accurate student identification information. Correct any inaccurate student identification information that has been filled in.

Physical Condition

Some conditions interfere with the electronic scoring process and can cause delays, so please check all documents that are to be machine scored (all used answer documents) for the following:

If you find any of the following:	Do this:
<ul style="list-style-type: none">• tape of any kind• Post-it™ Notes• staples• pins• food	<ul style="list-style-type: none">• Remove them.
<ul style="list-style-type: none">• stray marks• light marks for answers• incomplete erasures	<ul style="list-style-type: none">• Erase any stray marks.• Darken response marks so that they fill the circles.• Complete erasures where the student changed answers.

Check the student identification information on all answer documents. This information should have been pre-printed on the documents, so make sure the information is correct for each student. Review the data for accuracy and check for legibility of any entries that have been made manually. All marks should be solid and dark.

IDENTIFICATION SHEETS

Grade/Class Identification Sheets

The purpose of the Grade/Class Identification Sheet is to identify how student answer documents should be organized for reporting purposes. The School Test Coordinator should verify that the teachers correctly completed one Grade/Class Identification Sheet for each class in the school.

Test Booklet Security Form

Complete the Principal Checklist, or a similar document that works in your district, stating the number of student booklets that are being sent back. Indicate the total number booklets. Place this form in a separate envelope for return to your LEA Assessment Director.

LARGE-PRINT AND BRAILLE TEST BOOKS

It is not possible for the scanners to read the student responses in the large-print or Braille versions of the tests. Please arrange to have student responses made in a large-print or Braille version of the test transferred onto the student's answer document before returning to the Utah State Office of Education for scoring. Please be sure the question numbers match. Also be sure to complete the student's demographic information on the standard answer document, and mark the appropriate accommodations allowed. Place the completed answer document in an envelope marked "Braille" together with a completed Building Identification Sheet and a Class Identification sheet.

FREQUENTLY ASKED QUESTIONS

TEST ADMINISTRATION QUESTIONS

Who can administer the test?

The test should be administered by a currently licensed Utah teacher/counselor/administrator.

When is the best time to administer the test?

Professional judgment should be used in determining a time. School-wide scheduling constraints, student fatigue, and surrounding circumstances should be considered. To avoid test fatigue, administrators should not test students in immediate succession with other tests. Ideally, students should be well rested and free from external distractions or stresses.

Is the test timed? How do you accommodate varying testing times?

No, the test is not timed; however, most students will finish a testing session within a normal class period, or 50 minutes. If students finish early, they are to remain in the testing environment and be encouraged to work on something individually, such as reading a book. Students who need extra time should be given more time to complete the test. If necessary, additional completion sessions for CRT tests should be scheduled.

Is test order predetermined or can it be altered?

- There is no specific sequence for administering the different content area tests of Science, ELA, and Math. One content area does not have to be administered before another.
- Within CRT content areas, test sections are ordered and are to be completed in the order in which they are presented. This assumes that a student is present for ALL test sessions. However, if a student is not present for a test session, upon his/her return, he/she should participate in the test section in which the majority of the class is participating. The section the student missed should be completed during a make-up testing session.

Is writing allowed in any test booklet (including consumable booklets for grade 2)?

Elementary: Writing in test booklets is allowed for elementary tests (grades 3–6). Each student should have his/her own test booklet.

No writing except bubbling answers is allowed in the grade 2 test booklets.

Secondary: No writing is allowed in any test booklet.

What manipulatives can be used, and when?

CRT content-specific manipulatives:

Science – No manipulative can be used on any test. This includes the use of calculators in chemistry and physics.

Secondary ELA and Elementary ELA – Manipulatives are not applicable.

Math – Manipulatives may include calculators, protractors, and rulers.

Frequently Asked Questions

For any permitted accommodations, IEP, 504, and ELL teams must refer to the USOE's Accommodations Policy at http://www.schools.utah.gov/eval/DOCUMENTS/Special_Needs_Accommodations_Policy.pdf and include the determined accommodations with the student's IEP, 504, or ELL Plan.

What if a student does not mark an answer?

Teachers should walk around the classroom while students are taking the test. If a teacher notices a student is not marking an answer to a question **during** test administration of that section, then the administrator may encourage the student to respond to all test questions. If the student still does not respond to these questions, then the administrator should accept that the student chooses to not mark an answer. If a child does not mark an answer for **any question (thus resulting in a blank answer document)**, and reasonable effort was made to encourage the student to do so, then the test administrator should mark "RT" for refused to test in the Special Codes box.

What if a student marks more than one answer?

Teachers should walk around the classroom while students are taking the test. If a teacher notices a student marking more than one answer to a question **during** test administration of that section, then the administrator may remind the student that there is only one best answer to each test question, and that only one answer should be marked as correct. If the student still marks more than one answer, then the administrator should leave the question as marked by the student. The CBT delivery system only allows one answer to be marked for a question.

May a student return to a previous section of the test?

A student may not return to a previous section of the test unless it is during a specifically scheduled test completion session. For example, while taking Section Two, if a student finishes, he/she may return to questions on Section Two **only**.

When is small group test administration appropriate?

The only time small group test administration is appropriate is when accommodations are being provided as identified in an IEP, 504, or ELL Plan. When accommodations are being provided that disturb or distract other test takers, then individual test administration is appropriate.

What type of interaction should occur between the test administrator and students during testing? (What student questions can be answered, and how?)

Interaction with students during a test should be limited to the scripting in the TAM and observation for test proctoring purposes. Administrators may remind students to properly mark their responses (e.g., mark an option for every question, mark only one option for each question) and to remain quiet during testing. In response to student queries regarding specific test questions, administrators may only encourage students and remind students to use what they have learned in class to make the best judgment about the correct answer. In response to queries seeking clarification of test content, administrators may only repeat the explicit wording in the test booklet or TAM.

Are students allowed to take breaks during the test which take them out of the testing room?

Test sections are short enough that a break should not be needed. If circumstances arise that require a student to leave the testing room, the student should place his/her answer document inside of his/her testing booklet and close the booklet. For CBT administration, the student should exit TestNav™. This includes students leaving the room once they individually have completed the test section, but other students are continuing to work. This is to limit distractions for all students.

If directions are not necessary, may they be skipped?

No, directions should **always** be read as scripted in the TAM. Even though experienced teachers may be familiar with the format, it is crucial for standardization that all directions be read as scripted in the TAM. This is also critical as there can be a change from one year's directions to the next because of test content.

If directions are unclear, may the teacher make additions?

Test administrators are permitted to clarify misunderstandings concerning directions as scripted in the TAM and answer student questions regarding these directions.

Teachers may not prompt the student. Prompting is defined as providing additional information to students beyond the specific scope of the TAM instructions. In general, prompting is not allowed during tests because it may give an unfair advantage to some students. The following are examples of prompting:

- elaborating on questions
- clarifying information provided in reading selections or any test question
- pointing out specific information in items or graphics
- providing cues that might normally be part of instructional strategies
- suggesting strategies that a student may use to arrive at a correct response

TEST QUESTIONS

What are the similarities and differences between a computer-based test and a paper-based test?

All efforts are made to make the administration of computer-based testing and paper-based testing as similar as possible, with the exception of the question delivery system.

ROOM OR TESTING ENVIRONMENT SETUP QUESTIONS

Do teaching materials need to be covered during testing (e.g., posters, bulletin boards, number lines, alphabets, tags, charts)?

Teaching materials that are generic in nature (e.g., posters and banners), have been used for general instruction throughout the year, and do not provide answers to test questions may be left in place. Teaching materials that provide information that is directly linked to the content of the tests should be covered or removed.

Frequently Asked Questions

Are food and drink acceptable during testing?

It is preferred that there be no food or drink during testing because spills may damage computers and affect the ability to scan documents. However, the answer to this query will vary from LEA to LEA depending on local site-based decisions. As long as the integrity of the test materials is maintained, food and drink may be allowed during the test. Please remember that it is unethical to give treats in response to correct answers during the test.

RESULTS QUESTIONS

If a student is absent for the entire test, does it affect overall class scores?

One student's absence does not affect scores for an individual class but can affect a school's participation rates for accountability purposes for both Adequate Yearly Progress (AYP) and U-PASS. If a student is unavailable for the entire testing window (a six-week window), then the appropriate non-participation code should be marked in the special codes box on his/her answer document, or through the CBT system.

Should results be shared with parents/guardians?

Yes, the Utah State Office of Education issues a "Parent and Student Report" that should be shared with parents or guardians. LEAs receive these reports, and they are then distributed to each individual school.

Where can stray marks be on scorable test booklets without affecting scanning?

Stray marks will cause problems if they appear on the official scanning marks (skunk marks) at the top of the documents, the timing marks on the side, or in any area that has pre-printed information. Also, if stray marks appear, it can affect the student's score, because the scanner may interpret the stray marks close to the answer bubbles as an answer to a question.

Who scans and scores official documents?

The Utah State Office of Education and/or contracted vendors score official documents.

When are test scores available to teachers? Are scores for all grades returned at the same time?

Scores for all grades and content areas are returned from the USOE to LEAs at the same time.

For the CRT, LEAs receive **raw score reports** of student level data for PBTs within four working days of their submission of test answer documents to the USOE. Raw score reports of CBTs are available for download within 48 hours after each test is submitted. **Remember:** These are raw scores and therefore are not verified as final report results.

CRT final report results are returned to LEAs during the summer. It is the responsibility of LEA personnel to share this information at the school and class levels. The information should be shared with parents at the beginning of the next school year. Reports provide information for parents, students, classroom teachers, schools, and LEAs. The USOE is working every year to minimize the length of the results timetable and return scores to the LEAs within a shorter time period.

What are some appropriate uses of test data?

Remember that CRTs are summative assessments. They provide a “snapshot” of a student’s skill in a particular subject area. CRT results represent a single measurement of student knowledge and understanding through a single measurement type. Any inferences about student knowledge and understanding should be supported by multiple and varied measures.

There are **two uses** for CRT test data.

The **most** appropriate use of CRT test data is the determination of whether an individual is proficient or not on the Utah Core Curriculum for which the test was designed. Any use beyond this brings about greater reliability concerns. Additional appropriate uses of data are groupings and comparisons of students at the school, LEA and state level in the following manner:

- comparisons across the four levels of proficiency
- state and federal accountability systems (with appropriate confidence intervals) that involve the above stated proficiency levels and changes in the percentage of students in each category over time
- comparisons of percentages of students proficient or not over time (program effectiveness) across a span of test years (tests are equated across years)
- comparisons of aggregates of scale scores over time (program effectiveness)

Any uses of test data beyond those described above should be made with extreme caution. **The most common abuse of test data is in using a percent correct raw score for CRTs in a way similar to regular classroom grading. This represents inaccurate and inappropriate use of the data.**

The CRT data at the domain level is to inform instruction only. The use of raw score data at the Standard, Objective, and ILO level is appropriate, within recommended ranges. Data is informative to teachers in reviewing their classes’ strengths and weaknesses. Comparisons can be made between various domains (Standard, Objective, and ILO) and compared to other domains at the same aggregate level (e.g., student, class, school) within the same school year. It is also appropriate to make comparisons across the same aggregate level (e.g., student to student, class to class, school to school) within various domains. **Remember**, CRTs are **not** designed to be comparable at this level from year to year.

In **all** cases, the larger the group of comparison is, the more valid the comparison. For example, it is much more valid to compare how two schools are doing instructionally in a given standard based on CRT data than to compare how two students have performed on a given objective.

What information does a raw score give, and are there limitations in using this data?

A raw score provides a very limited perspective at certain domain levels. It simply relates how many questions a student answered correctly on the Standards, Objectives, and ILOs assessed by the CRTs. This is a “snapshot,” **not** a thorough diagnostic evaluation. Also, tests must be scaled from year to year for proficiency level. Teachers should be cautious and cannot compare raw scores from one year to the next.

Never should a raw percentage score be used in direct comparison to any other percentage score.

Frequently Asked Questions

What information does a scale score give?

A scale score provides a common language of discussion and comparison of test scores across time (years of test administration). It provides the opportunity to equate different tests to the same difficulty level while maintaining a common understanding of the results of those tests. A scale score shows how the current year's set of students performed relative to the previous year's students' performance (e.g., a 160 means the same thing for all tests that are developed for that specific scale). The best use of a scale score for current Utah CRTs is to make the same judgment of knowledge base across aggregate levels (e.g., student, class, school) for the same test. This means that regardless of which questions students got correct, if each student received a scale score of 170, then each student has roughly the same proficiency level on the range of content being assessed.

PROCESS QUESTIONS

Does the teacher need to read through the TAM before administering the test?

Yes. It is important for teachers to familiarize themselves with all aspects and responsibilities related to test administration. Teachers should read it **each year** as there are always changes occurring in testing.

What process should be followed to review test booklets and the TAM? Should more than one person be present?

Test Booklets: Teachers are permitted to read individual test items **only** in the process of test administration.

TAM: It would be preferable for a group of teachers to sit together with the Site Coordinator to review the TAM. This time may be used to address any questions.

Should special education teachers receive a TAM?

Any teacher who is administering the test needs a TAM. If special education teachers are pulling students out into a small group setting to administer the test, they will need a TAM.

ETHICS

For **all** questions concerning ethics, refer to the *Standard Test Administration and Testing Ethics Policy* found at URL: <http://www.schools.utah.gov/assessment/DOCUMENTS/AAEthicsPolicy.doc>.

Additional information concerning test administration is available in State Law (Utah Code 53A-1-608, Preparation for Tests):

- (1) LEA employees may not carry on any specific instructions or preparation of students which would be a breach of testing ethics, such as the teaching of specific test questions.
- (2) LEA employees who administer the test shall follow the standardized procedures in the published Test Administration Manual (TAM) and any additional specific instructions developed by the State Board of Education.
- (3) The State Board of Education may revoke the certification of an individual who violates this action.

QUESTIONS

For questions concerning the information presented in this manual or about administration of the CRTs, please contact your LEA assessment director.



UTAH STATE OFFICE OF EDUCATION
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

Patti Harrington, Ed.D.
State Superintendent of Public Instruction



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